DOCUMENT RESUME

ED 417 412 CS 216 235

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TITLE Teaching Academic Essay Writing: Accelerating the Process.
PUB DATE 1994-00-00
NOTE 26p.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Content Area Writing; *Essays; Expository Writing; Higher Education; *Instructional Effectiveness; Social Sciences; Student Improvement; Task Analysis; *Writing Processes; *Writing Strategies
IDENTIFIERS *Academic Discourse; *Process Approach (Writing)

ABSTRACT

This paper describes a simple instructional approach which social science professors can use to teach the fundamentals of academic essay writing to their students. The paper discusses the evolution of this alternative writing approach--the instructional problems leading to its development as well as the process by which a solution was identified. To clearly delineate the steps through which an expert essay writer passes, the "task analysis," a tool frequently used by instructional technologists, was called upon. From this analysis evolved a six-step writing model which functions to guide students through each phase of the writing process. A lesson outline is provided for social science professors who wish to teach this skill to their students. Includes a diagram of the task analysis and a diagram of the essay writing model. Contains 10 appendixes, including a focused vocabulary, a systematic approach to essay writing, sample outlines, a sample written draft and revised draft, a sample student paper before using this approach, and 15 notes. (Author/NKA)

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Teaching Academic Essay Writing: Accelerating the Process

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1994

Suzanne L. Medina 1

This paper will describe a simple instructional approach which social science professors can use to teach the fundamentals of academic essay writing to their students. The author will discuss the evolution of this alternative writing approach: the instructional problems leading to its development as well as the process by which a solution was identified. The "task analysis", a tool frequently used by instructional technologists, was called upon in order to clearly delineate the steps through which an expert essay writer passes. From this analysis evolved a six-step writing model which functions to guide students through each phase of the writing process. A lesson outline is provided for social science professors who wish to teach this skill to their students. (abstract)

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INTRODUCTION TO THE PROBLEM

College students cannot realistically achieve academic success without mastering the skill of academic essay writing. Students are frequently required to produce informative, well-constructed written pieces (i.e., essays, reports, term papers) at the college level. While this skill is critical for all to achieve, students belonging to linguistic minorities are particularly at risk in academic settings.[1][2][3][4] Cummins speaks of the "empowerment" of minority students, yet this is an impossibility without the mastery of higher level academic skills.[5] To make education equally accessible to all, academic skills such as essay writing must be fostered by all educators and across all disciplines.

PURPOSE OF THIS PAPER

The intent of this paper is to describe an approach which college and university professors of all disciplines can use to teach the rudiments of essay writing to their students. The resulting approach is simple, direct and can be taught effectively in a short amount of time by college professors who are not trained writing instructors.

ORGANIZATION OF THE PAPER

The first portion of this paper will be dedicated to describing the process by which this writing approach evolved. This will include descriptions of (1) an expert essay writer's knowledge and behavior (i.e., in the form of a

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"task analysis"), and (2) an essay writing model which outlines the basic steps through which students need to progress as they write an essay. This will be followed by a lesson plan which social science instructors can use in order to teach essay writing during a 2 hour class session.

PROCESS OF DEVELOPING THIS APPROACH TO ESSAY WRITING

This approach to essay writing evolved as the result of teaching academic essay writing to a group of foreign university students who were enrolled at the University of Southern California. An approach to writing referred to as the "Process Writing Approach" was being used with limited success with these students.

To comprehend the "Process Writing Approach" it is important to understand its history. During the 1970s, writing research focussed on the activities of second language writers as they engaged in the writing process. This research fueled practitioners' resistance to the traditional approach to writing which emphasized not process, but product (i.e., grammatical and rhetorical form). Instead, practitioners began to de-emphasize attention to form and to place greater emphasis upon the process of writing.[6]

Currently, the process writing approach focusses upon the writing process the extent to which form is de-emphasized varies from one practitioner to the next.[7] Using this approach, students generally select writing topics, explore their ideas, write drafts, make revisions and receive feedback. Greater emphasis is placed upon assisting students through these steps. Learners engage in various activities which help them to identify their thoughts and the relationships between them.[8] Also, process writing places major emphasis on the revision process as students attempt to refine the content and clarity of their drafts. Instructors provide feedback to student drafts regarding content, clarity and structure, while de-emphasizing superficial grammatical and mechanical errors.[9]

While this primarily inductive method was quite successful at helping the U.S.C. students to develop the content of the written essay, there were problems associated with this method as well. First, the approach was not specific to the needs of the students. Students needed to learn the writing skill for academic purposes, yet this method focussed upon the development of general, non-academic writing. Consequently, students were not being prepared for the reality of the academic world. Professors' expectations were not being met: Essays did not contain an introduction, well-developed and informative body, or a conclusion. Second, the approach was time-consuming. The vast majority of students

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required an entire semester to learn the essay writing skill, when in fact it could have been learned in a shorter amount of time using a more deductive approach. Finally, several students required greater support and direction while developing the skill of essay writing, yet the method being used did not allow for such students.

Given these and other problems associated with the process writing approach, it seemed timely to identify an alternative approach, one which utilized the positive aspects of the process writing approach, yet more closely addressed the needs of the students.

ESSAY WRITING TASK ANALYSIS

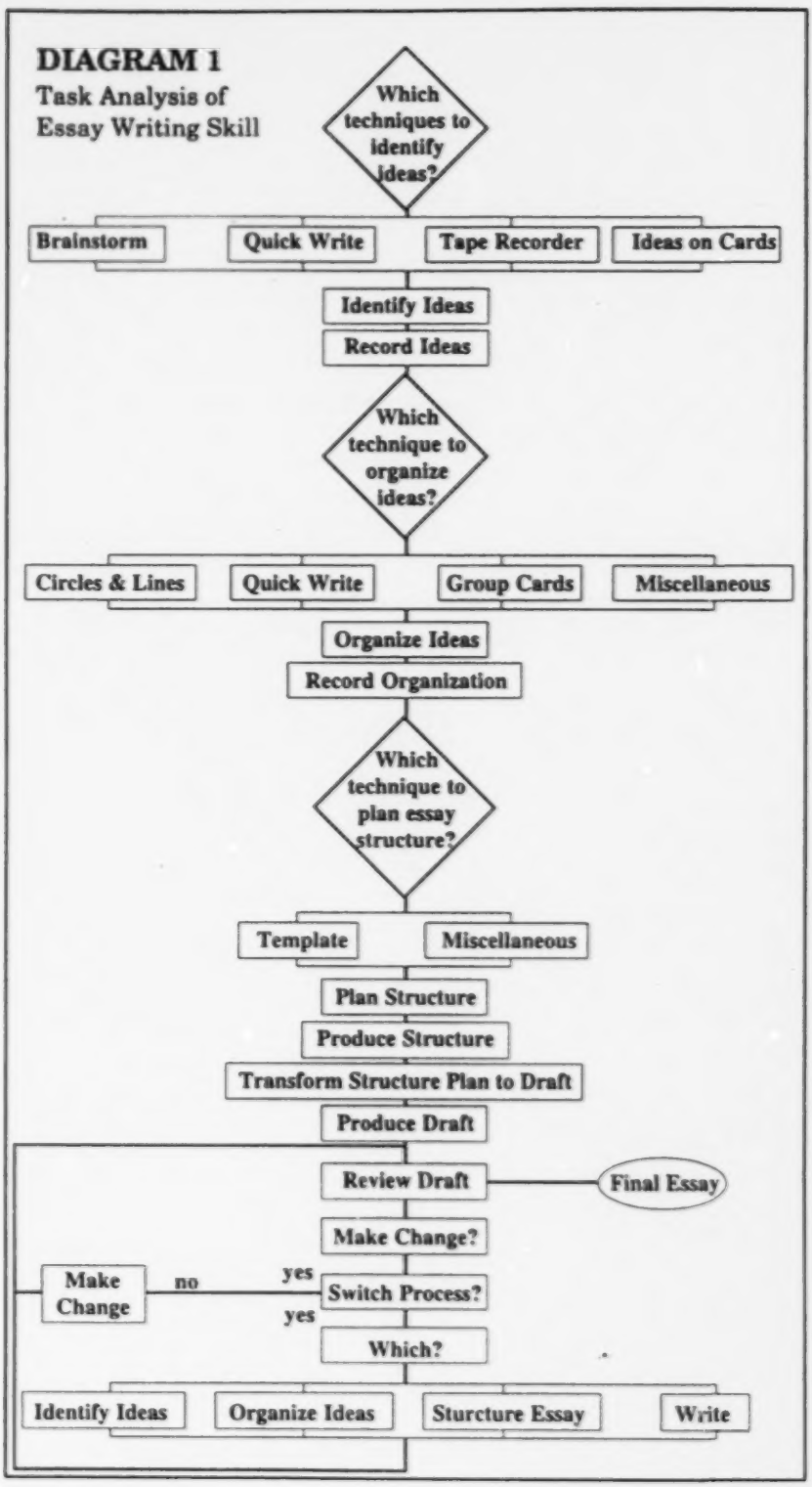
It was determined to resolve this instructional problem by calling upon the expertise developed by instructional technologists. The discipline known as "Instructional technology" is characterized by its systematic approach to instructional problems.[10] Whether it be in industry or the military, instructional problems are carefully studied, and solutions are painstakingly planned. Given this, it is not surprising that they experience a very high success rate at resolving instructional problems. Consequently, whenever it becomes necessary to instruct a new skill, instructional technologists study the behavior and knowledge belonging to an expert or experts as they engage in the task in question. This information is then described in detail, then instructed to novice learners.

The specific procedure which the instructional technologists use to describe an expert's knowledge of a task is referred to as a "task analysis." The task analysis helps the instructional technologist to identify the main activities which comprise a given task, including (1) the behaviors which are performed and (2) the cognitive activities which are required in order to carry out the task.[11] The sequence of these task subcomponents are then visually represented in the form of a flow chart.

In order to resolve the instructional problem at hand, a task analysis of the writing process was constructed. It was believed that the task analysis of essay writing would yield detailed information regarding the writing process and form the basis of an instructional model which could guide students through the process of writing academic essays. In the writing literature several attempts have been made to describe the complex behavior of writing.[12] Yet, to date, the "task analysis," a procedure commonly used by "instructional technologists," has not been amongst them. According to Humes, it is highly desirable to attempt to represent the writer's knowledge by using new and different means since "only by using a variety of techniques can researchers explore the various facets of this complex behavior of writing."[13] The task analysis which was generated can be found in Diagram 1.

DIAGRAM 1

Task Analysis of
Essay Writing Skill

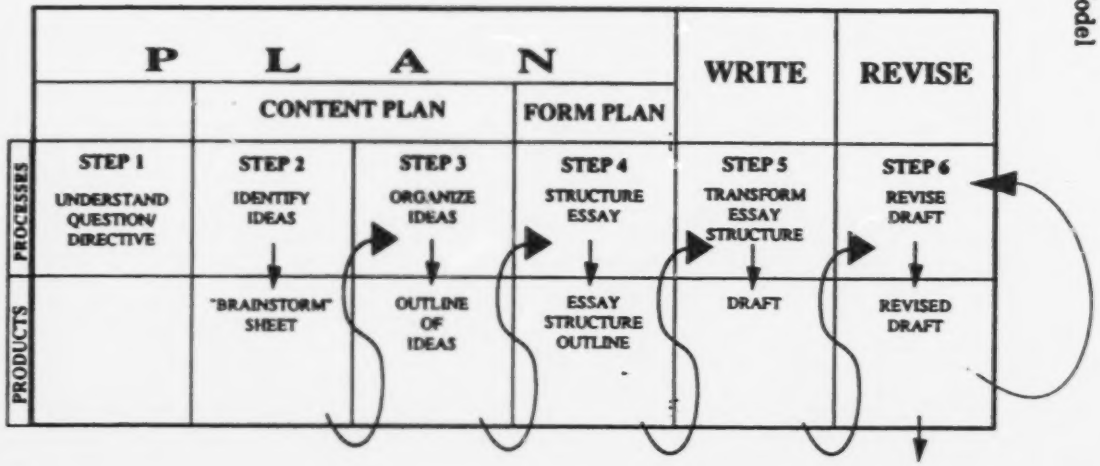


OVERVIEW OF THE ESSAY WRITING MODEL

Based upon the information generated from the task analysis, the essay writing model shown in Diagram 2 was constructed. This essay writing model visually represents the main steps or processes through which the expert writer progresses in the course of constructing an essay. By following this model, the student writer is guided through the most critical steps and is able to emulate the expert writer's successful behavior.

DIAGRAM 2
Essay Writing Model

SYSTEMATIC APPROACH TO ACADEMIC ESSAY WRITING



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The instructional model in the Diagram 2 reflects the three major writing processes : (1) planning, (2) writing, and (3) revision. It further distinguishes between various sub-processes. Planning, for example, consists of planning (A) the content of the essay, and (B) the form or structure which the essay should take (i.e., molding the ideas into an acceptable academic structure). When planning the essay's content, the writer's basic ideas need to be (1) identified then (2) organized. These are two distinct functions and should not be confused since ideas can only be organized after they have been identified.

In all, there are six basic steps through which the writer progresses when composing the academic essay. When a student is assigned a question on which to write (as is the case for an essay examination), he/she must (1) comprehend the question, (2) identify his/her ideas, (3) organize these ideas, (4) shape these ideas into an acceptable academic format, (5) create a first draft, then (6) revise the draft.

Associated with each of these six steps are products. As the result of identifying his/her ideas, the student produces a "brainstorm sheet." Once these ideas have been organized, the student produces an "outline of ideas." Next, this outline is then reworked and structured into an acceptable essay format, thereby producing an "essay structure outline." This essay structure outline is then transformed into a draft. Finally, the student continues revising his drafts until he/she is completely satisfied with the end product.

In summary, the essay writing model just described is a guide, a visual representation of the steps or processes through which the student writer needs to progress in order to produce a quality academic essay.

IMPLEMENTING THIS WRITING APPROACH

The following outline was designed for college professors of various disciplines. By following this outline, it is possible to teach the rudiments of essay writing within a 2 hour lecture period. This time is well-spent since it will result in essay examinations, short reports and term papers which are well-written, structured and organized. From the professor's stand point, this will facilitate the reading of essays and papers, and reduce the amount of time which is spent attempting to comprehend poorly constructed written reports.

1 - Present an Overview of the Writing Model (10 minutes)

Using an overhead transparency of the essay writing model found in Appendix B, the instructor explains each step in the diagram beginning with the basic steps of planning, writing and revising. He/she then

moves to the next level of "Plan content" and Plan Form", then finally the 6 steps as explained above.

It is particularly important to stress the importance of progressing through all steps. Students frequently are anxious to begin writing without engaging in any pre-planning activities. Yet, it is impossible to produce a quality essay without planning. It is particularly important to emphasize the necessity of molding the content into an acceptable academic essay structure which consists of an introduction, body and conclusion.

2 - Present Sample Essays Using the Process (20 minutes)

At this point, the professor (1) describes each step in the essay writing process, then (2) illustrates each stage by placing the appropriate overhead transparency on the projector for all to see. The following notes were created to assist the instructor with each step in the process. All of the appendices referred to from this point on appear at the end of this article and can easily be transformed into overhead transparencies and student handouts.

STEP 1- UNDERSTAND ESSAY QUESTION/ DIRECTIVE

Students need to understand that they cannot write a successful essay unless they fully comprehend what is being asked of them in the essay question. Therefore, they should read the question several times until it is clear. Central to comprehending essay questions are key vocabulary words which professors of all disciplines use when generating their questions. A list of these can be found in Appendix A. The instructor may wish to provide students with a list of these words and ask non-native speakers to consult their bilingual dictionaries for the meanings of these words.

To illustrate this step, the instructor projects an example of an essay question on the overhead projector. (Please see Appendix C) The instructor should place a paper over the overhead transparency of Appendix C so that only the essay question can be seen.

STEP 2- IDENTIFY IDEAS

One of the simplest and most effective ways of eliciting ideas is the "brainstorming" technique. Student jot down ideas as they come to mind and in no particular order. The instructor illustrates the brainstorming which resulted from one student after reading the question in

Step 1. To do this, the professor slides the paper down to uncover Step 2 of the Appendix C transparency.

STEP 3- ORGANIZE IDEAS

Using the ideas which were generated previously in Step 2, the student now attempts to organize these ideas.The students draws circles around each of the ideas generated from Step 2 thereby creating nodes. Lines are then drawn between nodes to indicate interrelationships between ideas, thereby creating a visual map of ideas.[14]

One of the more recent trends has been to create a semantic/cognitive map which makes clear the nature of the relationships between nodes. One node may consist of an example, definition, characteristics, component, etc. of the node to which it is linked. The specific relationship is written on the line extending from one node to the other. Such attention and detail to types of links has been demonstrated to improve the quality of the essay.[15]

On the basis of the visualization of ideas, an informal outline is constructed. This is intended to provide the writer with a plan which sequentially lists the thoughts which he will write about. The instructor reveals this informal outline by removing the paper from the Appendix C overhead so that the Step 3 outline is in plain view.

STEP 4-STRUCTURE THE ESSAY

When writing an academic essay, it is important to express one's ideas using an academic format. At this point, the student takes the informal outline which was generated in Step 3 and reworks these ideas into a different kind of outline, an "essay structure outline." This will help the student organize the information into an academic format. To do this, the student completes the essay writing outline form in Appendix D. The instructor shows this blank essay planing form on the overhead, then continues with his/her explanation.

The essay structure outline form requires students to provide necessary information in the form of brief notes. By using this form, students are forced to organize the academic essay before actually writing the first draft. Later on, during Step 5, students will consult these notes as they transform this information into a written draft.

Using this form, students will be required to provide information on the introduction, body and conclusion/summary of the essay. Three types of information are needed for the introduction: (1) background information, that is, general information on the topic which will lead up to the

topic sentence, (2) the topic sentence, that is, a sentence which reflects the main idea of the essay, and (3) the transition, a series of sentences which lay out the organization of the body of the paper (e.g., 3 reasons for . . .).

The information contained in the informal outline simply needs to be transferred to the "body" portion of the essay structure outline form. For each major section of the body, the student will need to generate a sub-topic sentence on the essay structure outline form. Subtopic sentences are similar to the topic sentence in that they provide an overview of the contents of the following paragraph. The subtopic sentence often includes a connective (e.g., First, Second, Finally) and reminds the reader of the intent of the essay (e.g. The first reason for . . .). The space on the form directly below each subtopic sentence is reserved for details which support the subtopic sentences. These are simply transferred from the informal outline.

In the space designated for the conclusion/summary, the student paraphrases the information which was contained in the introduction, particularly the topic sentence and the transition information. The intent is to remind the reader of the major points which were made in the body of the essay.

At this point, the instructor provides an example of a completed essay structure outline. Therefore, he/she projects an overhead transparency of Appendix E, a completed essay structure plan. As a reminder the instructor should point out that the contents of the informal outline generated in Step 3 is transferred to the essay structure plan outline under the section marked "body." Also, the instructor should point out how the example essay structure outline succeeds at providing all of the required information (i.e., background leads to the topic sentence; transition outlines the major divisions in the paper; the body elaborates upon the major points; conclusion/summary reminds the reader of the major ideas contained in the paper).

STEP 5- TRANSFORM THE ESSAY STRUCTURE INTO A DRAFT

Using a completed essay structure outline, the student can write a first draft. The information contained in the introduction section of the form will be written up into a single introductory paragraph, while the notes on each major division in the body (i.e., subtopic sentence and accompanying details) comprise a single paragraph. The notes taken for the conclusion will also be contained in a single paragraph.

At this time, the instructor projects an overhead transparency of Appendix F so that students can study the student draft which was generated from the Step 4 essay structure outline.

STEP 6- REVISE THE DRAFT

Students need to be reminded that several drafts are necessary in order to produce a quality written report. Often, when writing an essay during an essay examination there is not sufficient time to revise and rewrite, therefore this is not always possible to revise. However, in the case of a short paper or term paper, revision plays a major role. Students need to be reminded that it is often helpful to allow time to pass between readings and revisions of a paper. Time has a way of providing the reader with a new and different perspective. The instructor shows an overhead transparency of Appendix G, a revision of the draft previously shown in Step 5.

A sample of student writing prior to and after using this technique can be found in Appendices I and J. This particular set of essays were written by a Taiwanese foreign university student. It may be helpful to share these actual student samples with students to demonstrate the improvement which can take place as a result of using this approach to essay writing.

3 - MODELING THE PROCESS (30 MINUTES)

Students have had an opportunity to study a sample essay which was written as a result of passing through these six steps. Now the instructor leads the students through the six steps so that the class can collectively construct a single essay. Using the blank overhead transparencies found in Appendices H and D, the instructor begins the process by posing an essay question. He/she then elicits student input while progressing through Steps 2 to 6.

4 - PAIRS WRITE ESSAYS (30-45 MINUTES)

Student pairs compose an essay by following the steps outlined in the writing model and using the blank forms in Appendices H and D. The instructor begins the process by placing an essay question on the board. The instructor circulates in order to assist student pairs when additional assistance is needed. Students are not allowed to begin writing the draft (Step 5) unless the instructor has approved of the "Essay Structure Outline" which was generated during Step 4. At the end of this period, and if time permits, the instructor may wish for student pairs to read their essays aloud.

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OTHER NOTES TO THE INSTRUCTOR

Depending upon the speed with which students acquire this skill, the instructor may wish to engage in the pair writing activity several times during the semester to allow for additional practice. Furthermore, as the writing process becomes automatic, students may not need to rely as heavily upon the forms, particularly the "Essay Structure Outline" form. When the instructor feels that a student has mastered the skill of planning the academic essay, he may not require the student to use this form.

Prior to a term paper due date, the instructor may wish to dedicate one class session to the peer reading of term paper drafts. Student groups will identify areas requiring further attention to form (grammar, spelling, punctuation) and clarity of expression. They will indicate any gaps, missing details and support or weak logic. The instructor can circulate to provide groups with direction during this activity.

PAST RESULTS

This approach to essay writing was successfully used over a three year period at the University of Southern California with undergraduate and graduate students alike. Because of the simplicity and direct nature of this approach, students mastered the skill of essay writing in a fraction of the amount of time normally spent attempting to acquire this skill. Furthermore, the forms provided greater support and direction for those students requiring it. While the students initially receiving this form of instruction were foreign students, this approach has proven beneficial as well with native English speakers and linguistic minority students attending California State University-Dominguez Hills as well.

CONCLUDING REMARKS

Students, particularly those from linguistic minorities are in need of acquiring the academic writing skill. While past approaches have been helpful, they have not entirely succeeded at directly and effectively teaching academic essay writing. Consequently, an alternative approach was sought. The field of instructional technology utilizes a procedure, the "task analysis" which greatly facilitates instruction since the component parts of a skill are identified in detail, then taught to the novice learner. A task analysis was performed of the essay writing process. This proved to be beneficial in that it allowed for the generation of an essay writing model which could be used with novice writers. The resulting approach to academic essay writing is detailed, thorough, simple and direct, requiring no expertise in the area of writing. Social Science instructors can improve the quality of student writing by investing less than two hours of class time teaching their students the

essay writing skill. If students are to be truly empowered and provided the opportunity to succeed at the college level, they need to master such academic skills. It is not sufficient to "hope" that these skills are part of their repertoire. A more direct approach to the problem must be taken. Such has been the purpose of this paper and the systematic writing approach which has been described.

NOTES

[1] Henry Trueba, ed., *Success or Failure ?: Learning and the Language Minority Student* (New York: Newbury House Publishers, 1987).

[2] Henry Trueba, *Raising Silent Voices: Educating the Linguistic Minorities of the 21st Century* (New York: Newbury House Publishers, 1989).

[3] Margaret Gibson & John Ogbu, *Minority Status and Schooling: A Comparative Study of Immigrant and Involuntary Minorities* (New York: Garland Publishing, Inc., 1991).

[4] Angela Carrasquillo, *Hispanic Children and Youth in the United States: A Resource Guide* (New York: Garland Publishing, Inc., 1991).

[5] Jim Cummins, *Empowering Minority Students* (Sacramento: California Association for Bilingual Education, 1989).

[6] Barry Taylor, "Content and Written Form: A Two-way Street," *TESOL Quarterly* 15, No.1 (1981): 5-13.

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[11] Jarrold E. Kemp, *Instructional Design Process* (New York : Harper and Row Publishers, Inc., 1985).

[12] Janet A. Emig, *The Composing Processes of Twelfth Graders* (Urbana, Illinois: National Council of Teachers of English, 1971). See Also Sharon Pianko, "A Description of the Composing Processes of College Freshman Writers", *Research in the Teaching of English,* 13, No.1 (1979): 5-22, and Carol Berkenkotter, "Readers, Writers, and Abstractions: A Communication Drama", *English Journal* 71, No. 7 (1982): 41-45, and Linda Flower & John R. Hayes, "A Cognitive Process Theory of Writing", *College Composition and Communication* 32, No. 4 (1981): 365-387.

[13] Ann Humes, "Research On The Composing Process", *Review of Educational Research* 55 (1983): 214.

[14] Richard Sinatra, "Using Semantic Mapping After Reading to Organize and Write Original Discourse", *Journal of Reading* 30, No.1 (1986): 4-13.

[15] Sharon Reynolds & Joan Hart, "Cognitive Mapping and Word Processing: Aids to Story Revision", *Journal of Experimental Education* 58, No.4 (1990): 273-79.

APPENDIX A

ESSAY QUESTION/DIRECTIVE VOCABULARY

What follows is a partial list of vocabulary which are frequently found in essay examination questions:

List
Outline
Describe
Compare and contrast
Explain
Discuss
Develop a plan
Summarize
Evaluate
Illustrate/Provide examples of..
Classify
Name
Critique
Criticize
Integrate
Analyze the problem
Review
Define

Advantages and disadvantages
Similarities and differences
Strengths and weaknesses
Examples
Problems
Reasons
Causes
Effects
Factors/Elements
Parts/Segments
Benefits
Qualities
Uses
Method/Ways of
Types of
Characteristics
Consequences of

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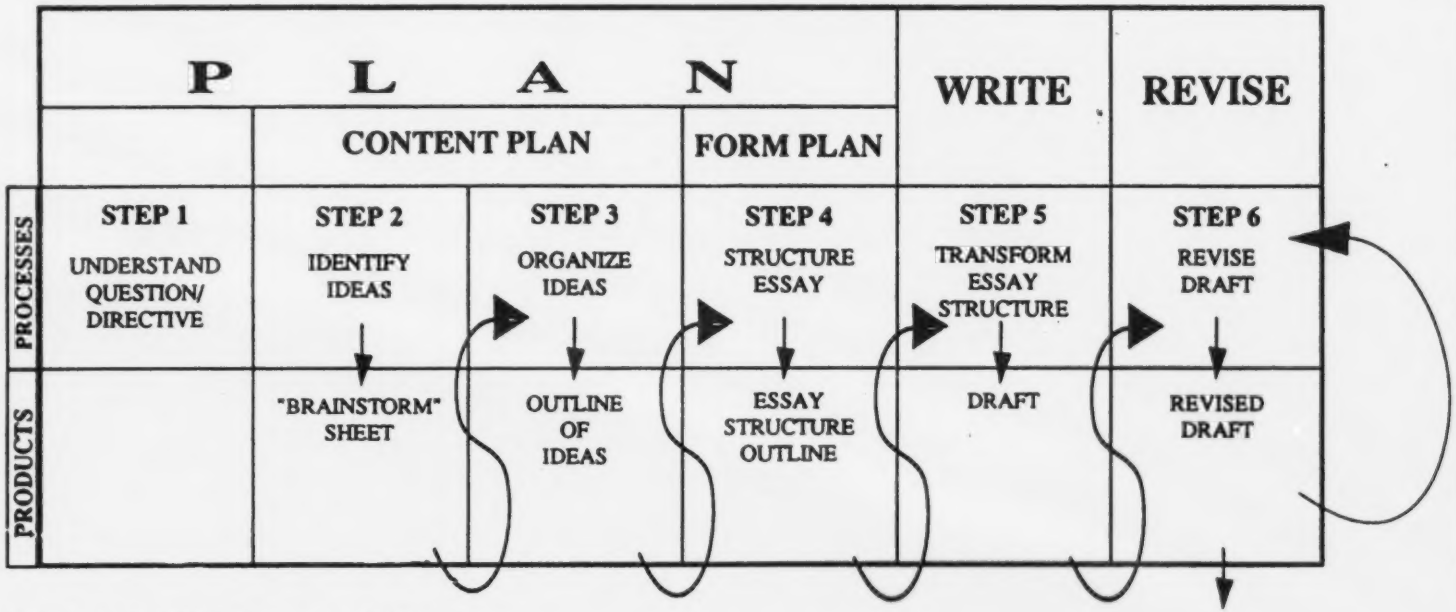
APPENDIX B

SYSTEMATIC APPROACH TO ACADEMIC ESSAY WRITING



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APPENDIX C

SAMPLE OF STEPS 1,2 AND 3 — ESSAY QUESTION, BRAINSTORMING, AND INFORMAL OUTLINE

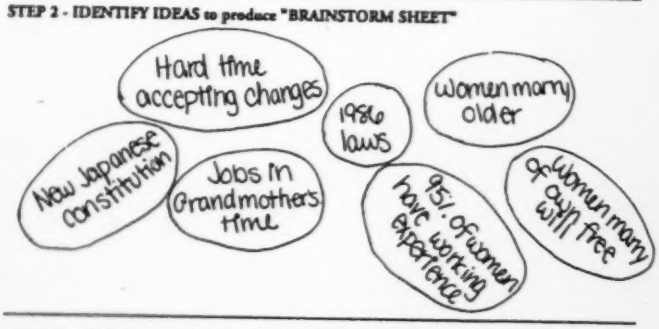
Masayo
(Name)

STEPS 1, 2, AND 3 Changes In The Lifestyles of Women In Japan
(Title)

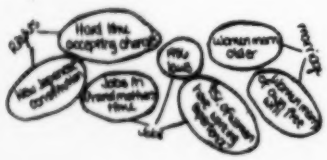
STEP 1 - UNDERSTAND ESSAY QUESTION/DIRECTIVE

What lifestyle changes have taken place in your country?

STEP 2 - IDENTIFY IDEAS to produce "BRAINSTORM SHEET"


Hard time accepting changes
1986 laws
Women marry older
New Japanese constitution
Jobs in Grandmothers time
95% of women have working experience
Women marry of own free will

STEP 3 - ORGANIZE IDEAS to produce "OUTLINE OF IDEAS"



3 changes in Women's Lifestyles In Japan

I) Same rights as men
- new constitution
- people don't accept changes

2) Women enter jobmarket
- Grandmother's time
- 95% of women have work experience
- 1986 laws

3) Marriage - Less Pressure
- Women marry of own free will
- Women marry older

APPENDIX D

BLANK OF STEP 4 — ESSAY STRUCTURE OUTLINE

ESSAY STRUCTURE OUTLINE

Name

Instructor Approval ☐

Title

INTRODUCTION

Background

Topic Sentence

Transition

BODY

Sub TS

Details

Sub TS

Details

Sub TS

Details

SUMMARY or CONCLUSION

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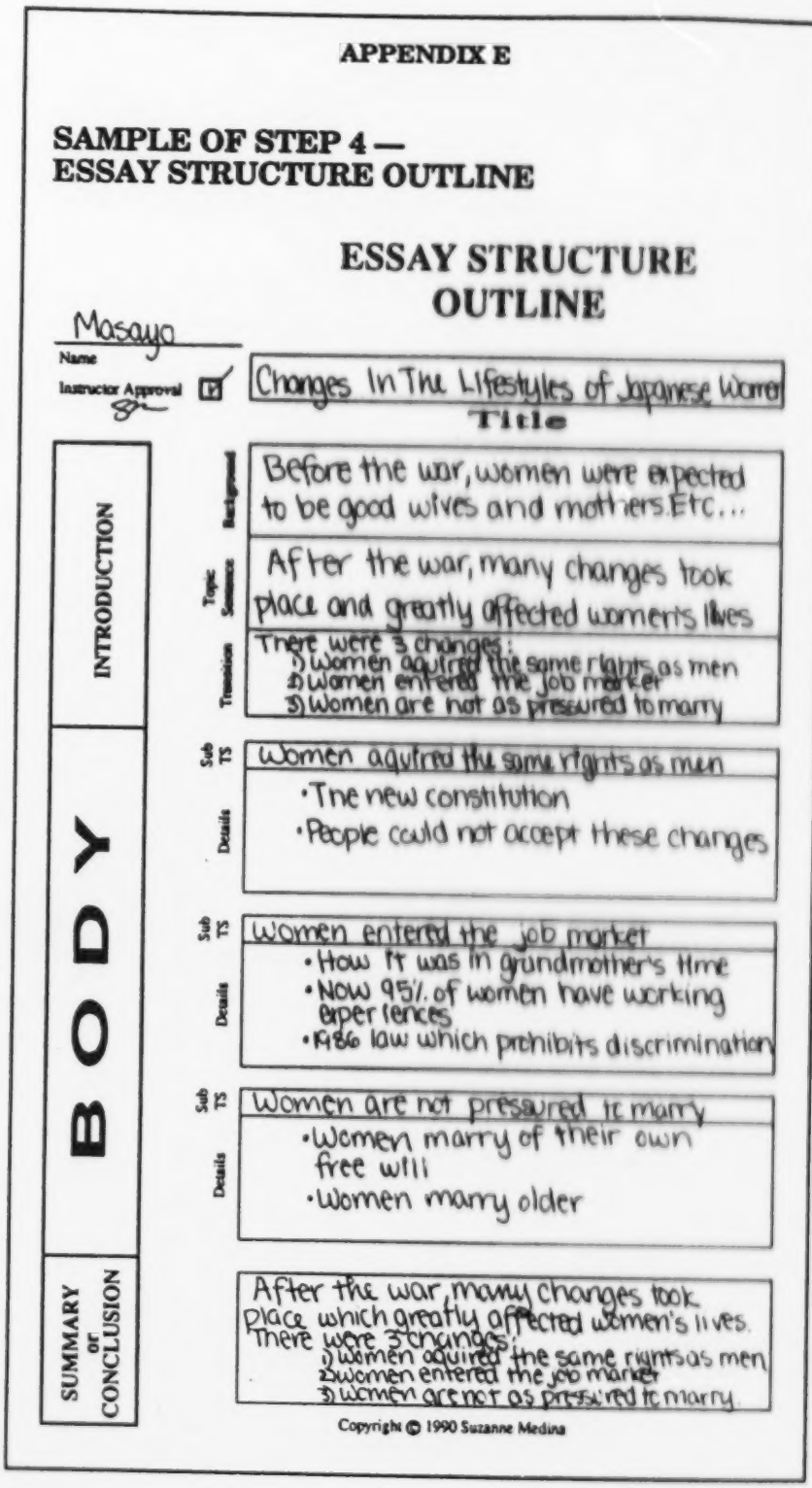
APPENDIX E

SAMPLE OF STEP 4 — ESSAY STRUCTURE OUTLINE



ESSAY STRUCTURE OUTLINE

Masayo
Name

Instructor Approval

Changes In The Lifestyles of Japanese Women
Title

INTRODUCTION

Background: Before the war, women were expected to be good wives and mothers Etc...

Topic Sentence: After the war, many changes took place and greatly affected women's lives

Transition: There were 3 changes:
1) Women aquired the same rights as men
2) Women entered the job market
3) Women are not as pressured to marry

BODY

Sub TS: Women aquired the same rights as men

Details:
- The new constitution
- People could not accept these changes

Sub TS: Women entered the job market

Details:
- How it was in grandmother's time
- Now 95% of women have working experiences
- 1986 law which prohibits discrimination

Sub TS: Women are not pressured to marry

Details:
- Women marry of their own free will
- Women marry older

SUMMARY or CONCLUSION

After the war, many changes took place which greatly affected women's lives. There were 3 changes:
1) Women aquired the same rights as men
2) Women entered the job market
3) Women are not as pressured to marry.

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APPENDIX F

SAMPLE OF STEP 5 — WRITTEN DRAFT

CHANGES IN THE LIFESTYLES OF WOMEN IN JAPAN

Before the World War II, women were expected to live only as good wives and good mothers. They were also expected to obey their parents and their husbands. After Japan was defeated, a lot of changes took place which greatly affected women's lives. In this paper, I will mention three of the most significant changes: women acquired the same rights as men; many women entered the job market; women are not as pressured to marry.

First of all, the most important change was that women acquired the same rights as men. After the World War Ii, Japan had a new constitution and it proclaimed the equality between men and women. Women got these rights: suffrage, equal opportunities for jobs and education, parental authority which is the same as men. At first, people could not accept these sudden changes easily; however, today nobody doubts these changes and also changes in women's lifestyles as a matter of course.

Second of all, many women entered the job market. In our grandmothers' time, it was considered to be shameful for a woman to have a job. Women had to stay home and housekeep with husbands' incomes. Nowadays over 95 % of women have working experiences. At first, it was very hard for women to get jobs and positions as good as men. There was a stubborn idea that working is for men not for women. While that idea is still existent, circumstances have been improved. in 1986, the law which prohibits discrimination in job opportunities and salaries between men and women was established.

Lastly, women are not as pressured to marry. In other words, marriage has not had so important meaning for women. Women do not have to marry because of money nor social pressure, but they marry because of their free will. I should not say that many women tend not to marry, but the average year of women's marriage has been older.

In conclusion, following major changes have affected on women's lifestyles: women acquired the same rights as men; many women entered the job market; women are not as pressured to marry. More changes can be expected in the future.

APPENDIX G

SAMPLE OF STEP 6 — REVISED DRAFT

CHANGES IN THE LIFESTYLES OF WOMEN IN JAPAN

Before the World War II, women were expected to live only as good wives and good mothers. They were also expected to obey their parents and their husbands. After Japan was defeated, many changes took place which greatly affected women's lives. In this paper, I will mention three of the most significant changes: women acquired the same rights as men; many women entered the job market; women are no longer as pressured to marry.

First of all, the most important change was that women acquired the same rights as men. After World War Ii, Japan had a new constitution and it proclaimed the equality between men and women. Women received the rights of suffrage, equal opportunities for jobs and education, and parental authority. At first, people could not accept these sudden changes easily; however, today one doubts these changes and also changes in women's lifestyles as a matter of course.

Second of all, many women entered the job market. In our grandmothers' time, it was considered shameful for a woman to have a job. Women had to stay home and housekeep. Nowadays over 95 % of women have working experiences. At first, it was very hard for women to get jobs and positions as good as men. There was a stubborn idea that working is for men not for women. While that idea is still existent, circumstances have been improved. in 1986, the law which prohibits discrimination in job opportunities and salaries between men and women was established.

Lastly, women are not as pressured to marry. In other words, marriage has not had so important meaning for women. Women do not have to marry because of money nor social pressure, but they marry because of their free will. I should not say that many women tend not to marry, but women tend to marry older.

In conclusion, major changes have affected women's lifestyles: women have acquired the same rights as men; many women have entered the job market; women are not as pressured to marry. More changes are expected in the future.

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APPENDIX H

BLANK OF STEPS 1,2, AND 3 — ESSAY QUESTION, BRAINSTORMING, AND INFORMAL OUTLINE

_____
(Name)

STEPS 1, 2, AND 3

_____
(Title)

STEP 1 - UNDERSTAND ESSAY QUESTION/DIRECTIVE

STEP 2 - IDENTIFY IDEAS to produce "BRAINSTORM SHEET"

STEP 3 - ORGANIZE IDEAS to produce "OUTLINE OF IDEAS"

APPENDIX I

SAMPLE OF STUDENT PAPER — BEFORE USING THIS APPROACH

HOW I WOULD LIKE TO SEE MY COUNTRY DEVELOP

I would like to see my nation keep her old culture, and save the best one during the developing into a united nation.

Although a person lives in his village, he still has his privacy, so does a nation.

A person got to has his own personality, so does a nation.

Don't just copy from the other country.

Don't lose your self during the developing into a united nation.

Every nation gonna be united into one. Globe village by TV, traveling, trading, economical and political united.

APPENDIX J

SAMPLE OF STUDENT PAPER — AFTER USING THIS APPROACH

(15 weeks later)

HOW I WOULD LIKE TO SEE MY COUNTRY DEVELOP

Taiwan, my country, is known as Republic of China. It's a small island on the west pacific ocean and south-east to the main-land China. The population on this island is about thirty million. The economy is depended on man-labor industry. The majority are Taiwanese and main-land people. As a Taiwanese, I would like to see my country develop in 3 ways, first, its in politican, second, it's in economy, third, it's in education.

First, in 1987, Taiwan was lifted the martial law, which initiated great improvement in democracy. As we know, the martial law restricted a lot of right. This policy contributes the democracy of R.O.C. But right now, we need more improvements than before, for example, holding peaceful conference between the main-land China and Taiwan. Talking about where Taiwan will go to. Those are very sensitive question but very urgent to be solved.

In economy, Taiwan is changing from man-labor industry to dedicated industry. This makes Taiwan be ranked in the asian 4 "little dragon' which means a booming in economy. But I would like to see the economy behave more stable than the soaring period, for example, people enjoy what they are doing to build the country not only running after the money.

In education, I would like to see the more people to go university for higher education. The university and college entrance examine restricted a lot of people from joining the university college. Although it plays a door-keeper role in the old-time, but it's out of date right now. Higher education can help the citizen forming aggressive attitude to life and even to compete in the international stage.

I love Taiwan from the bottom of my heart, she is my mother-land. I want to see her develop in politic more freedom, in economy more competitive, and in education more chance for people to education in university and college. I think Taiwan will become more flexible in politic, more competitive in international market, and the citizen of Taiwan are more educated. God bless my lovely country, Taiwan.